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AUTHOR	Myers, Donald A.
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ABSTRACT

This 191-item annotated bibliography cites materials that fall into three categories: (a) professionalization, (b) collective bargaining, and (c) bureaucratization. Also, there are scattered citations concerning topics that impinge on professionalization, including teacher turnover, teacher centers, and accountability. (PD)

A Bibliography on Professionalization and Collective Bargaining

Prepared by

Dr. Donald A. Myers
Oklahoma State University

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

The American Federation of Teachers, AFL-CIO
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INTRODUCTION

Since the early and mid-1960s I have had many opportunities to speak and write on both the issues of *professionalization* and *collective bargaining*. As I review some of those past statements, I can see how far we have moved toward the realization of these two major union goals. We have come far, but obviously not the whole way, not far enough.

One thing that was clear in the 1960s and is even more evident now is that it is only through the collective bargaining process that teachers can hope to improve their conditions so as to approximate the rights accorded and enjoyed by other segments of our society and by other professional groups.

Much discussion has taken place and many articles have been written on the professionalization of teachers since those early days. Some were on the mark, others far from it. Even the word "professional" was bandied about until its meaning changed from the opposite of its sociological and dictionary definition. The word too often became jaded. For example, a teacher who voiced mild criticism at a faculty meeting found that it was regarded as "unprofessional." The teacher who refused to take on extra cafeteria patrol became "unprofessional." The term "professional" degenerated into a concept signifying obeisance. Obey orders, remain silent, and don't dare to criticize or pursue an individualistic course — this is what was expected of teaching "professionals." The model professional was the model employee on an assembly line in an educational factory. The teacher who did not conform to this bland, meek stereotype was a troublemaker, one to be watched, "unprofessional."

This is the opposite of what "professional" should mean. Teachers must possess the self-direction, independence, and decision-making power that is part of the definition of "professional" and which distinguishes the professional from the employee on the assembly line.

In order to professionalize teaching, teachers should be allowed to do what they are capable of doing, namely, teaching. Since the 1960s collective bargaining has assisted in eliminating the proliferation of custodial, non-teaching tasks. It is here that a teachers' union is greatly needed and is highly professional: the mark of a profession is in limiting itself to that for which it has trained its people.

I believe that the annotated bibliography by Professor Myers will help us to understand the distances we have traveled and, hopefully, it will help us to define the paths which lie ahead. That is, if we read closely the articles he directs us to and are able to tell the myopic views from the clear-sighted ones.

When we in the 1980s look back to the early and mid-1970s, hopefully we will see our present goals accomplished: the achievement of equal rights as citizens for teachers, the right of teachers and other public employees to collective bargaining and to strike, and the right of teachers to govern their own profession.

Albert Shanker

PREFACE

The purpose of this brief bibliography is to assist teachers, future teachers, and researchers who seek additional information about the teaching profession.

The selection of books, articles, and manuscripts came out of my inquiry into the area of teacher professionalization which began in 1967, when I felt a more thorough understanding of the profession was needed. I found very little material on the subject and what was available was often erroneous, equating "professionalism" with dedication and service. While the writing in the area of professionalization was virtually nonexistent, with the possible exception of Lieberman's *Education as a Profession*, I found that sociologists had been studying the issue of professionalization since 1915. I, therefore, began a review of the literature in the sociology of occupations. I found that the traditional view of the professional as one who has a one-to-one client relationship is antiquated since, increasingly, professionals work in large organizations. Thus, I began reading and, in some instances, rereading literature concerning bureaucracies and the strain upon professionals who work in bureaucracies.

This bibliography also is focused on collective bargaining because it is unlikely that *teachers* will become more professional without additional power. Collective bargaining is the most powerful tool available to teachers. It is apparent that they will not gain professional status until such time as they gain control over certification and teacher education programs. The bibliography includes several references in this area.

Generally speaking the citations fall into three categories: (1) professionalization, (2) collective bargaining, and (3) bureaucratization. In addition, there are scattered citations concerning topics that impinge upon professionalization, including issues such as teacher turnover, teacher centers, and accountability.

I have sought to include most of the relevant studies, but it is obvious that in any attempt to cover such a wide field, significant studies will be overlooked. So far as teacher professionalization is concerned, however, I am inclined to believe almost all useful citations are included.

I have tried to be objective in my analysis. Complete objectivity is impossible and perhaps undesirable. My objectivity is enhanced, I believe, because of a varied career background. During the last ten years I have been a teacher, principal, assistant superintendent, research specialist, professor, and chairman of a department at the university level. I have worked in universities, public school districts, the Intern in Education program in Washington, and on privately funded research projects.

I should mention that I have read *every* citation in the bibliography. Several persons, however, suggested manuscripts or provided materials. These persons include David Darland, Richard Williams, Ellwood Erickson, Donald Walker, and Girard Hottleman. I am particularly indebted to Robert Bhaerman, Director of Educational Research, American Federation of Teachers, AFL/CIO. He encouraged me to complete the bibliography and provided many useful documents for review.

I do not wish to use this forum to promote my own writings. The reader should know, however, that many of the citations in this bibliography were referred to and analyzed in my recent book, *Teacher Power — Professionalization and Collective Bargaining*, published by Lexington Books, D.C. Heath and Company. This book would be useful to the reader who wishes to have much of the material included in this bibliography conceptualized into a coherent narrative. This bibliography is intended to supplement that book.

Donald A. Myers
Professor of Education
Department of Curriculum and Instruction
College of Education
Oklahoma State University

A BIBLIOGRAPHY ON PROFESSIONALIZATION AND COLLECTIVE BARGAINING

1. **Allen, Roy B.**, and **John Schmid** (Eds.). *Collective Negotiations and Educational Administration*. Fayetteville, Arkansas: College of Education, University of Arkansas; and Columbus, Ohio: University Council for Educational Administration, n.d.

   This monograph is the result of a seminar where eight papers were presented. Unfortunately all eight papers were printed rather than selecting those of most use. The chapters by Boyan and Ohm are particularly informative.

2. **American Association of School Administrators.** "School Administrators View Professional Negotiations." *Readings on Collective Negotiations in Public Education*. Edited by Stanley Elam, Myron Lieberman, and Michael Moskow. Chicago: Rand McNally, 1967. Pp. 203-18.

   Presents the 1967 AASA position concerning collective bargaining: that administrators and teachers should be members of the same professional organization, collective negotiations are desirable, almost any issue is subject to negotiations, grievance procedures should be established, sanctions should be imposed when necessary, and strikes should never be used.

3. **Anderson, James G.** "The Authority Structure of the School: System of Social Exchange." *Educational Administration Quarterly*, III (Spring, 1967). Pp. 130-48.

   Maintains that the educational process requires substantial amounts of authority in teachers, but due to a variety of reasons, administrators will not risk delegating this required authority.

   An insightful critique of Anderson's article has been written by Benjamin Solomon. See Solomon, "A Comment on 'The Authority Structure of the School,'" *Educational Administration Quarterly*, III (Autumn, 1967). Pp. 281-290. Anderson replied to Solomon in the same issue: "The Teacher: Bureaucrat or Professional?" *Educational Administration Quarterly*, III (Autumn, 1967). Pp. 291-300.

4. _____. "The Teacher: Bureaucrat or Professional?" *Educational Administration Quarterly*, III (Autumn, 1967). Pp. 291-300.

   Labels Solomon's argument that management must retain some control as a myth. Suggests that the emerging professional role of the teacher calls for a new type of authority structure, where teachers would have greatly expanded control over decisions in the classroom.

5. **Andree, Robert G.** *The Art of Negotiation*. Lexington, Mass.: Lexington Books Division, D.C. Heath and Company, 1971.

   A practical guide concerning the art of collective bargaining with an analysis of the roles of the various persons involved.

6. _____. *Collective Negotiations*. Lexington, Mass.: Lexington Books Division, D.C. Heath and Company, 1970.

   A general survey with a heavy emphasis on the legal aspects of collective bargaining.

7. **Angell, George W.** "Grievance Procedures Under Collective Bargaining: Boon or Burden?" *Phi Delta Kappan*, LIII (April, 1972). Pp. 501-05.

   An informative account of grievance procedures derived from data collected in twenty-two New York community colleges. Maintains that the swift and equitable handling of grievances is perhaps the most important factor in securing harmonious relations between employee and employer in educational institutions. Grievance procedures should be carefully prepared, kept flexible, and constantly reviewed and strengthened in each succeeding contract.

8. **Arnold, Owen G.**, and **John Gordon Tayler.** *Teacher-School Board Negotiations: A Bibliography.* Bloomington, Indiana: Phi Delta Kappa, Inc., 1967. Revised edition in 1968, by Neville L. Robertson.

An extensive bibliography that includes 455 articles; 33 books; 44 doctoral dissertations; 167 bulletins, pamphlets, and reports; 3 regular publications dealing with negotiations; 12 audio-visual materials; and 1 game on negotiations.

9. **Arnstine, Donald.** "Freedom and Bureaucracy in the Schools." *Freedom, Bureaucracy, & Schooling.* Edited by Vernon F. Haubrich. Washington, D.C.: Association for Supervision and Curriculum Development, 1971. Pp. 3-28.

Maintains that freedom is incompatible with the characteristics and demands of bureaucracies.

10. **Association for Supervision and Curriculum Development.** *Freedom, Bureaucracy, & Schooling.* 1971 Yearbook of the Association for Supervision and Curriculum Development. Edited by Vernon F. Haubrich. Washington, D.C.: The Association, 1971.

The most significant aspect of this book is not its content but the fact that the ASCD acknowledges that curriculum reform takes place within a bureaucratic organization and that the organization often dictates or guides the curriculum changes that are made. The chapters by Etzioni and Kliebard are excellent.

11. **Bailey, Stephen K.** "Teachers' Centers: A British First." *Phi Delta Kappan*, LIII (November, 1971). Pp. 146-49.

Discusses the formation of 500 teachers' centers in England and Wales where teachers conduct their own in-service programs, examine instructional materials, promote informational newsletters, and share ideas. Bailey suggests its adoption in America.

12. **Barstow, Robbins.** "Connecticut's Teacher Negotiation Law: An Early Analysis." *Phi Delta Kappan*, XLVII (March, 1966). Pp. 345-51.

The legislation permitting collective negotiations in Connecticut offers a type of case study of legislation during this period.

13. **Beck, William R.** "The Teachers and the Principal." *Perspectives on the Changing Role of the Principal.* Edited by Richard W. Saxe. Springfield, Ill.: Charles C. Thomas, Publishers, 1968.

The principal has few rewards and punishments by which to control teachers. He argues that the human relations dimension of the principal's role will increase in importance as teachers demand more authority and gain more power.

14. **Becker, Howard S.** "The Nature of a Profession." *Education for the Professions. The Sixty-First Yearbook of the National Society for the Study of Education, Part II.* Edited by Nelson B. Henry. Chicago: University of Chicago Press, 1962. Pp. 27-46.

Suggests that persons regard professions simply as those occupations which have been fortunate enough in the politics of today's work world to gain and maintain possession of that honorific title. He suggests that education should develop a symbol more closely related to the realities of work life practitioners confront.

15. **Bendiner, Robert.** *The Politics of Schools: A Crisis of Self-Government.* New York: Harper & Row Publishers, 1969.

This book, written primarily for laymen, is concerned largely with a study of school boards. Part Three, "The Teacher Rebellion," provides a brief and general overview of the growth of teacher militancy during the past few years.

16. **Benson, Charles S.** "Collective Negotiations and the Rule of Seniority." *Readings on Collective Negotiations in Public Education.* Edited by Stanley Elam, Myron Lieberman, and Michael Moskow. Chicago: Rand McNally, 1967. Pp. 433-37.

Contends that teacher specialization is now sufficiently advanced that teachers can discard seniority as a basis of assignment and salary and that precedence for this exists in other unions and professional associations.

17. **Bhaerman, Robert D.** "Needed: A Conceptual Framework for Collective Bargaining in Education." *QuEST Paper #9*. Washington, D.C.: Department of Research, American Federation of Teachers.
Argues for a conceptual framework that would be long range and involve issues of national scope such as the movement of several states to establish hierarchical levels of teacher certification and the role of the federal government through the Education Professions Development Act.

18. _____. "New Currents in Education: A Preliminary Review." *QuEST Paper #10*. Washington, D.C.: American Federation of Teachers, AFL/CIO, 1970.
Discusses and attempts to integrate a variety of concepts. These include verticalism, merit pay, accountability, behavioral objectives, PPBS, performance-based certification, educational engineering, performance contracting, and voucher systems.

19. _____. "A Paradigm for Accountability." *QuEST Paper #12*. Washington, D.C.: Department of Research, American Federation of Teachers.
Proposes a paradigm that develops rather than grades teacher competence. Rejects hierarchical differentiated staffing arrangements. His model involves cooperative, horizontal patterns with persons assuming a variety of positions but not in a hierarchy.

20. _____. "Paraprofessionals and Professionalism." *QuEST Paper #8*. Washington, D.C.: Department of Research, American Federation of Teachers.
Believes that paraprofessionals and other "noninstructional" personnel be termed educational workers and evaluated on similar criteria as teachers with equal chance to advance.

21. _____. "The Role of the AFT in Teacher Education." *QuEST Paper #1*. Washington, D.C.: American Federation of Teachers, AFL/CIO. n.d.
Bhaerman suggests that the method of improving teacher education is through legislative activities, collective bargaining approaches, and action programs, e.g., the AFT internships.

22. _____. "Which Way for Teacher Certification?" *QuEST Paper #2*. Washington, D.C.: Department of Research, American Federation of Teachers. (Reprinted from *American Teacher*, February, 1969.)
An analysis of the AFT's position and concerns about teacher certification.

23. **Bidwell, Charles E.** "The School as a Formal Organization." *Handbook of Organizations*. Edited by James G. March. Chicago: Rand McNally, 1965. Pp. 972-1022.
Offers a thorough and scholarly analysis of the school as a formal organization. The paper is technical without being erudite. It should be one of the first references read by those who seek to develop a theoretical framework in which to better understand the role of the teacher in a bureaucracy.

24. **Bishop, Leslee J.** *Collective Negotiations In Curriculum and Instruction: Questions and Concerns*. Washington, D.C.: Association for Supervision and Curriculum Development, 1967.
Process, not program, should be the subject of negotiations in curriculum instruction. Teachers are representative of one subsystem, and should not attempt to influence policy without working with other subsystems, such as curriculum specialists and administrators.

25. **Blumberg, Arthur; William Wayson** and **Wilford Weber.** "The Elementary School Cabinet: Report of an Experience in Participative Decision-Making." *Educational Administration Quarterly*, V (Autumn, 1969). Pp. 39-52.
This article reports about an elementary school cabinet composed of representative teachers selected by teachers to formulate policy. The authors conclude that (1) the idea of this type of school cabinet seems viable, (2) teachers will work hard and productively to understand and solve meaningful problems, and (3) the principal will not lose influence.

26. **Bowles, B. Dean.** "The Power Structure in State Education Politics." *Phi Delta Kappan*, XLIX (February, 1968). Pp. 337-340.
Educational policy should not be entrusted to educators — a consensus of the professional

priesthood. Educational policy should be brought about by an accommodation of conflicting public interests as opposed to the narrower goals of the professionals.

27. **Boyan, Norman J.** "The Emergent Role of the Teacher and the Authority Structure of the School." *Collective Negotiations and Educational Administration*. Edited by Roy B. Allen and John Schmid. Fayetteville, Arkansas: College of Education, University of Arkansas; and Columbus, Ohio: University Council for Educational Administration, 1966. Pp. 1-21.

Discusses factors influencing the emerging role of teachers and the teacher in the authority structure of the school. Reviews the literature concerning the professional teacher in a bureaucracy, and the problems associated with teachers participating in the administrative and supervisory dimension of authority. Unfortunately, the author does not come to clear conclusions but is content to review the literature. Nonetheless, it is a provocative and substantial paper, free of polemics.

28. **Bridges, Edwin M.** "Administrative Man: Origin or Pawn in Decision-Making." *Educational Administration Quarterly*, VI (Winter, 1970). Pp. 7-25.

Shows several ways in which the administrator's decisions can be guided, shaped, and even controlled. Thus, the administrator is not the origin of all action. He is both origin and pawn.

29. **Brophy, Jacqueline.** "Collective Bargaining on Campus." *Today's Education*, LI (April, 1972). Pp. 54-55.

Reports that by 1972, 29 faculty organizations at four-year colleges and universities have succeeded in being certified as collective bargaining agents; however, the objections raised by professors against collective bargaining parallel those advanced by teachers in the public schools during the 60s.

30. **Broudy, Harry S.** "Teaching — Craft or Profession?" *The Educational Forum*, XX (January, 1956). Pp. 175-84.

A profound and prophetic analysis by one of the most capable persons in American education. He reviews the requirements for professional status but remains skeptical of its ultimate success.

31. **Bucher, Rue,** and **Anselm Strauss.** "Professions in Process." *The American Journal of Sociology*. LXVI (January, 1961). Pp. 325-34.

An intriguing article that offers an alternative or supplement to the typical structural-functional analysis of professions. The authors propose a process approach that concentrates on the conflict and/or differences within the profession.

32. **Callahan, Raymond E.** "The History of the Fight to Control Policy in Public Education." *Struggle for Power in Education*. Edited by Frank W. Lutz and Joseph Azzarelli. New York: The Center for Applied Research in Education, Inc., 1966. Pp. 16-34.

A thorough historical analysis of the control of education policy.

33. **Campbell, Roald F.; Luvern L. Cunningham** and **Roderick F. McPhee.** *The Organization and Control of American Schools*. Columbus, Ohio: Merrill Publishing Company, 1970.

Perhaps as thorough a treatment as is available concerning the structure of education from the state to the local school level, with extended sections on administration, finance, legal ramifications, and other issues associated with the schools. The authors are well qualified by training and experience to write on the subject.

34. **Carlton, Patrick W.** "Educator Attitudes and Value Differences in Collective Negotiations." *The High School Journal*, LII (October, 1968). Pp. 10-21.

Discusses causes of teacher militancy: (1) scarce financial resources, (2) power struggle between the NEA and AFT, (3) political potency of the schools, (4) impersonalization and alienation due to large bureaucracies. He suggests several identifiable stages in the growth of negotiations: stage one — nativity, guilt-hesitance; stage two — adolescence, hard-nosed demands; stage three — spirit of accommodation-mutuality of educational interests emerging.

35. _____. "Teacher-Administrator-Board Salary Negotiations in Oregon." *Above the Salt: Militancy in Education. Proceedings of Mont Chateau Conference on Collective Negotiations in Education.* Edited by Goodwin and Carlton. Morgantown, West Va.: College of Human Resources and Education, West Virginia University, and West Virginia Education Association, March, 1968. Pp. 22-28.

Describes the negotiations between the "River City" school board, teachers' association, mayor, and superintendent. The case is brief and well written, but the analysis is somewhat abbreviated.

36. _____, and **Harold I. Goodwin** (Eds.). *The Collective Dilemma: Negotiations in Education.* Worthington, Ohio: Charles A. Jones Publishing Company, 1969.

A collection of thirty articles, most of which have been published previously. It offers a convenient way to obtain a number of worthwhile articles on collective bargaining in its early stages.

37. **Carr-Saunders, Alexander Morris** and **P.A. Wilson.** *The Professions.* Oxford, England: The Clarendon Press, 1933.

Cited for its historical value. Useful to persons specializing in the sociology of occupations.

38. **Carver, Fred D.**, and **Thomas J. Sergiovanni** (Eds.). *Organizations and Human Behavior: Focus on Schools.* New York: McGraw-Hill Book Company, 1969.

Contains thirty-one essays concerning organizations, individuals in organizations, and the interaction-influence system.

39. **Cass, James.** "Politics and Education in the Sunshine State — The Florida Story." *Saturday Review*, LI (April 20, 1968). Pp. 63-65, 76-79.

Writes about the strike in Florida in 1968, the first state-wide strike of teachers in America. The strike was largely unsuccessful and serves as an example of the complex forces at work at the state level. Cass states, ". . . it is not likely that teachers anywhere will ever again challenge with such innocence the established political, economic, and social structure of an entire state."

40. **Charters, Jr., W.W.** "The Social Background of Teaching." *Handbook of Research on Teaching.* Edited by N.L. Gage. Chicago: Rand McNally & Company, 1963. Pp. 715-813.

The most useful historical summary and analysis of research studies concerning teachers that exists at the present time. Discusses many empirical studies concerning teachers and teaching within a conceptualization that analyzes different systems of social relationships in which teachers participate and which afford them social statuses. The four are (1) the social structure of American society, (2) the structure of the teaching occupation, (3) the social system of the community, and (4) the social system of the school. Within this framework he delves into many areas, among these are population characteristics of teachers, social class origin of teachers, value orientation of teachers, the prestige of teaching, teacher stereotypes, community influence on teachers, and the role of teachers and administrators.

41. "Chief Negotiator for the Administrator-Board Team." *ERS Information Aid,* No. 3 (February, 1970) Washington, D.C.: Educational Research Service.

Reports the types of chief negotiators used in bargaining from a survey of 128 school districts. It also includes job descriptions for negotiators from several school districts.

42. **Citizens Committee for Equal Justice for Public Employees.** *In the Public Interest.* Washington, D.C.: The Committee, P.O. Box 28086, n.d.

Public employees should be allowed to engage in collective bargaining and to strike. The committee objects to binding arbitration and calls for the abolition of instant and automatic injunctions against public employees who strike.

43. **Cogen, Charles.** "The American Federation of Teachers and Collective Negotiations." *Readings on Collective Negotiations in Public Education.* Edited by Stanley Elam, Myron Lieberman, and Michael Moskow. Chicago: Rand McNally & Company, 1967. Pp. 162-72.

Argues for a national code for teacher negotiations that would include both the AFT and the NEA. He reviews the similarities and differences between the two organizations and suggests that unity is preferable to two organizations.

44. _____. "The American Federation of Teachers — Force for Change." *Above the Salt: Militancy in Education. Proceedings of Mont Chateau Conference on Collective Negotiations in Education.* Edited by Goodwin and Carlton. Morgantown, West Va.: College of Human Resources and Education, West Virginia University, and West Virginia Education, March, 1968. Pp. 37-42.

Presents a brief history of board-teacher association's relationships in New York in the early 1960s.

45. **Cole, Stephen.** "The Unionization of Teachers: Determinants of Rank-and-File Support." *Sociology of Education*, XLI (Winter, 1968). Pp. 66-87.

Using data from two surveys, Cole analyzed the characteristics of militant and nonmilitant teachers in New York City.

46. **Conrad, Donald L.** "Collective Negotiations and Professionalism." *Readings on Collective Negotiations in Public Education.* Edited by Stanley Elam, Myron Lieberman, and Michael Moskow. Chicago: Rand McNally, 1967. Pp. 405-11.

Maintains that there is no absolute definition of professionalism and that collective negotiations is not compatible with professionalism.

47. **Corey, Arthur F.** "Educational Power and the Teaching Profession." *Phi Delta Kappan*, XLIX (February, 1968). Pp. 331-34.

Argues that there is nothing inherently unethical in political power if it is broadly based, consistent, and responsible. Maintains that educational power must seek to improve the quality of the educational experiences offered to American children and that the ultimate end must always be improvement in the school program.

48. _____. *The Responsibility of the Organized Profession for the Improvement of Instruction.* Washington, D.C.: National Education Association, Center for the Study of Instruction, 1966.

Argues that teachers' associations should become active in promoting better instruction and higher salaries as well as better working conditions. Adds that teachers should be instrumental in the development of policies regarding instruction at all state and local levels.

49. **Corwin, Ronald G.** "The Anatomy of Militant Professionalization." *Above the Salt: Militancy in Education. Proceedings of Mont Chateau Conference on Collective Negotiations in Education.* Edited by Goodwin and Carlton. Morgantown, West Va.: College of Human Resources and Education, West Virginia University, and West Virginia Education Association, (March, 1968). Pp. 55-61.

Identifies several forces within the society and schools that have contributed to the militant professionalization of teachers. Societal factors include national relevance of education, affluence, and involvement of politics. School factors include the climate of innovation, teacher power, and erosion of traditional modes of administration.

50. _____. "Education and the Sociology of Complex Organizations." *On Education: Sociological Perspectives.* Edited by Donald A. Hansen and Joel E. Gerstl. New York: John Wiley & Sons, Inc., 1967. Pp. 156-223.

This long chapter is universal in its scope and thorough in its analysis. It includes various approaches to the study of organizations, the school as an organization, power and authority, professionalization, policy problems, potential for research, and finally, a typology of elementary properties of organizations.

51. _____. "Militant Professionalism, Initiative and Compliance in Public Education." *Sociology of Education*, XXXVIII (Summer, 1965).

Reports the results of his carefully designed study that professionalism is a militant process; that is, the more professional teachers are militant.

52. _____. "Professional Persons in Public Organizations." *Educational Administration Quarterly*, I (Autumn, 1965). Pp. 1-22. Reprinted also in Stanley M. Elam, et al. (Eds.). *Readings on Collective Negotiations in Public Education*. Chicago: Rand McNally & Company, 1967. Pp. 47-67.

Reports that the evidence "suggests that there is a consistent pattern of conflict between teachers and administrators over the control of work, and that professionalization is a militant process." Concludes with a discussion of the need for administrative training programs to assist prospective administrators to understand one of the most powerful phenomena of our times — the professional organization of employees. It is must reading for administrators and useful for teachers.

53. _____. *A Sociology of Education: Emerging Patterns of Class, Status, and Power in the Public Schools*. New York: Appleton-Century-Crofts, 1965.

An excellent text that approaches the school system as a bureaucratic organization, citing and integrating many research studies.

54. _____. "Teacher Militancy in the United States: Reflections on Its Sources and Prospects." *Theory into Practice*, VII (April, 1968), The Ohio State University. Pp. 96-102.

Considering sources of conflict, Corwin suggests: (1) school bureaucracies are not working very effectively, (2) teachers have become more specialized, (3) schools are becoming problem centered, (4) teachers are becoming more professionalized.

55. **Craft, James A.** "The Middle Administrator's Response to Public Employee Negotiations: The Case of the School Principal." *Employee Relations in the Academic Setting*. Edited by James A. Craft, William R. Hazard, and Edward Grissinger. Public Employee Relations Library, Number 15. Chicago: Public Personnel Association, 1969.

Analyzes the conflict that frequently results when principals identify with a teaching staff and superintendent.

56. _____. *Professionalism, Unionism, and Collective Negotiation: Teacher Negotiations Experience in California*. Paper No. 284, July, 1970. Lafayette, Indiana: Institute for Research in the Behavioral, Economic, and Management Science, Herman C. Krannert Graduate School of Industrial Administration.

Predicts that California's Winton Act will be modified in the future to make it resemble more closely the private sector conflict of interest model.

57. _____. *The Rise of a Labor Representative for Teachers: The California Urban Executive Secretary*. Purdue University, Herman C. Krannert Graduate School of Industrial Administration. Reprint Series No. 292. Reprinted from the *ISR Journal*, I, No. 2, 1969. Pp. 119-126.

Notes the great increase in executive secretaries for urban teachers' unions and discusses their two chief responsibilities: (1) processing grievances, and (2) teacher-labor relations representative.

58. **Cronin, Joseph H.** "School Boards and Principals: Before and After Negotiations." *Phi Delta Kappan*, XLIX (November, 1967). Pp. 123-27.

Maintains that principals are essentially office managers with little substantial responsibility. He suggests that principals are being left out of the negotiating process; advances ways for them to become more involved.

59. **Cunningham, Luvern L.** "Collective Negotiations and the Principalship." *Theory Into Practice*, VII (April, 1968), The Ohio State University. Pp. 62-70.

Argues that principals must be provided the opportunity to participate in collective negotiations. Believes that the near chaos that exists now will pale in the shadow of what lies ahead. The article is essential reading for administrators. Teachers who read it will more fully understand the problems and attitudes of principals today.

60. _____. "Implication of Collective Negotiations for the Role of the Principal." *Readings on Collective Negotiations in Public Education*. Edited by Stanley Elam, Myron Lieberman, and Michael Moskow. Chicago: Rand McNally, 1967. Pp. 298-313.

This is one of the most useful and thorough analyses of the role of the principal in collective bargaining.

61. *Daedalus.* "The Professions." XCII, Journal of the American Academy of Arts and Sciences. (Fall, 1963). Pp. 647-865.
After two introductory chapters generally concerning the professions, the remaining chapters are devoted to a study of nine professions. The chapter by Wittlin concerns teachers.

62. **Darland, D.D.** "The Profession's Quest for Responsibility and Accountability." *Phi Delta Kappan*, LII (September, 1970). Pp. 41-44.
Argues that it is inconsistent to hold teachers accountable without granting them considerable autonomy at the same time.

63. **Dershimer, Richard A.** "Professional Educational Organizations." *Encyclopedia of Educational Research.* Edited by Robert L. Ebel. 4th Edition. New York: The Macmillan Company, 1969. Pp. 1008-16.
Offers a history of professional organizations in the United States.

64. **Doherty, Robert E.** "Labor Relations Negotiations on Bargaining: Factories vs. the Schools." *The Collective Dilemma: Negotiations in Education.* Edited by Carlton and Goodwin. Worthington, Ohio: Charles A. Jones Publishing Company, 1969. Pp. 218-28.
His study found that there is no substantial difference between bargaining practices in industry and in education.

65. _____. "Teacher Bargaining: The Relevance of Private Sector Experience." *The Collective Dilemma: Negotiations in Education.* Edited by Carlton and Goodwin. Worthington, Ohio: Charles A. Jones Publishing Company, 1969. Pp. 187-96.
Discusses several issues: inclusion or exclusion of supervisory personnel in bargaining, exclusive or multiple type of representation, types of issues that are negotiable, impasses, and the effect of strikes.

66. _____, and **Walter E. Oberer.** *Teachers, School Boards, and Collective Bargaining: A Changing of the Guard.* Ithaca, New York: New York State School of Industrial Labor Relations, a Statutory College of the State University, Cornell University, 1967.
Discusses the history of collective bargaining and analyzes the status of teachers.

67. **Edwards, Elizabeth.** "The Dedicated Teacher is the Teaching Profession's Greatest Enemy." *Today's Education,* LIX (November, 1970). Pp. 53-54.
Maintains that the teacher considered the most "professional," i.e., who exhausts himself trying to do everything for students without proper instructional and financial support, harms the profession. Suggests that if teachers discontinue practices such as assisting students after school and demand instead an adequate class load, the profession would be advanced.

68. **Elam, Stanley M.; Myron Lieberman** and **Michael H. Moskow.** (Eds.). *Readings on Collective Negotiations in Public Education.* Chicago: Rand McNally & Company, 1967.
This book includes forty-one chapters and almost as many writers. Its weakness is that it is already dated. It remains, however, one of the more comprehensive books on the subject.

69. **Elkin, Sol M.** "Another Look at Collective Negotiations for Professionals." *School and Society,* XCVIII (March, 1970). Pp. 1973-75.
Elkin cautions against measuring teacher professionalization against the established professions of medicine and law. He notes how teachers differ from professional occupations and some dysfunctions of the industrial model for resolving differences.

70. **Erickson, Kai L.** "New Management Figures in Michigan School Administration." *Phi Delta Kappan,* LI (April, 1970). Pp. 426-27.
Outside negotiators often tend to undermine the authority of the superintendent since he is not actively involved in the negotiation sessions. This means that his role is to administer a con-

tract over which he has limited control. In addition, outsiders often cause personnel problems within the district that remain long after the outside consultant has been paid and left.

71. **Etzioni, Amitai.** *A Comparative Analysis of Complex Organizations: On Power, Involvement, and Their Correlates.* New York: The Free Press of Glencoe, Inc., 1961.
A book for the serious student of formal organizations. The author touches on many aspects of organizations. These include compliance, power, authority, motivation, and their relationship to each other.

72. _____. "Schools as a Guidable System." *Freedom, Bureaucracy, and Schooling.* Edited by Vernon F. Haubrich. Washington, D.C.: Association for Supervision and Curriculum Development, 1971. Pp. 29-45.
Building upon a theory of societal guidance, Etzioni notes that schools have limited scientific knowledge and that they must accommodate themselves to the citizenry.

73. _____. (Ed.). *The Semiprofessions and Their Organization: Teachers, Nurses, Social Workers.* New York: The Free Press, 1969.
Three chapters are especially useful to teachers: Chapter I, which discusses the teacher as a semiprofessional; Chapter V, which discusses women and professionalization; and Chapter VI, which discusses professionalization in general terms.

74. **Frankie, Richard J.**, and **Ray A. Howe.** "Faculty Power in the Community College." *Theory Into Practice,* VII (April, 1968), The Ohio State University. Pp. 83-88.
Offers a thorough discussion of the relationship between the administration and faculty, the use of power, and the problems of collective bargaining.

75. **Frymier, Jack R.** "Teacher Power, Negotiations, and the Roads Ahead." *Theory Into Practice,* VII (April, 1968), The Ohio State University. Pp. 103-104.
Suggests three possible paths for teachers: (1) the legal traditional model, (2) the labor model, (3) the "professional" model.

76. **Gerstl, Joel E.** "Education and the Sociology of Work." *On Education — Sociological Perspectives.* Edited by Donald A. Hansen and Joel E. Gerstl. New York: John Wiley & Sons, Inc., 1967. Pp. 224-61.
Brings together a number of research studies concerned with an occupational analysis of education. He discusses teaching as a career, its stages and patterns. He includes a discussion of training and socialization, the teacher's role, and the potential of teaching as a profession.

77. **Gilroy, Thomas P.; Anthony V. Sinicropi; Franklin D. Stone** and **Theodore R. Urich.** *Educator's Guide to Collective Negotiations.* Columbus, Ohio: Charles E. Merrill Publishing Company, 1969.
This book offers practical information to teachers who have a limited knowledge of collective bargaining.

78. **Godine, Morton R.** "Collective Negotiations and Public Policy, with Special Reference to Public Education." *Readings on Collective Negotiations in Public Education.* Edited by Elam, et. al. Chicago: Rand McNally, 1967. Pp. 27-36.
Godine discusses the commonalities and differences between public servants and teachers. While somewhat technical, it has considerable useful information.

79. **Goodwin, Harold I.**, and **Gerald W. Thompson.** "Teacher Militancy and Countervailing Power." *The Collective Dilemma: Negotiations in Education.* Edited by Carlton and Goodwin. Worthington, Ohio: Charles A. Jones Publishing Company, 1969. Pp. 272-80.
Suggests that Galbraith's concept of countervailing power is applicable to education. The attainment of a position of countervailing power in education is a response by teachers to the power of monopoly held by school boards.

80. **Gosden, P.H.** *The Evolution of a Profession.* New York: Barnes and Noble, 1972.
A comprehensive history of the teaching profession in Britain, with lengthy discussions regarding the history of teachers' unions.

81. **Gould, Sir Ronald.** "The Changing Role of Teachers in the Last 100 Years." *Educational Review.* XXIII (November, 1970). Pp. 3-18.
Traces the history of the National Union of Teachers [Great Britain] from its founding in 1870 to 1970. He notes that teachers in Great Britain have more freedom within the classroom than teachers anywhere else.

82. **Griffiths. Daniel E.** *Administrative Theory.* New York: Appleton-Century-Crofts, Inc.
A classic in educational administration. Cited here for Chapters 4 and 5, which offer perhaps the most complete and theoretical rationale to date for procedural administration, one of the fundamental assumptions underlying administrative practice since the mid-50s.

83. **Hall, Oswald.** "The Social Structure of the Teaching Profession." *Struggle for Power in Education.* Edited by Frank W. Lutz and Joseph Azzarelli. New York: The Center for Applied Research in Education, Inc., 1966. Pp. 35-48.
Concludes that teachers are not "professionals" because it offers no career ladder and is highly bureaucratized. His brief section concerning women will interest some and infuriate others.

84. **Hall, Richard H.** "Professionalization and Bureaucratization." *American Sociological Review,* XXXIII (February, 1968). Pp. 92-104.
There is an inverse relationship between professionalization and bureaucratization.

85. **Hansen, Donald A.,** and **Joel E. Gerstl,** (Eds.). *On Education — Sociological Perspectives.* New York: John Wiley & Sons, Inc., 1967.
A collection of essays and case studies, continues a faint but significant dialogue about education and sociology. Corwin's chapter on "Education and the Sociology of Complex Organizations" is particularly useful. Gerstl's study of "Education and the Sociology of Work" is excellent.

86. **Harnack, Robert S.** *The Teacher: Decision Maker and Curriculum Planner.* Scranton, Pennsylvania: International Textbook Company, 1968.
A small book that speaks fairly directly to the emerging role of the teacher as a professional. His analysis is not based on a theoretical framework and is somewhat fragmented.

87. **Harries-Jenkins, G.** "Professionals in Organizations." *Professions and Professionalization.* Edited by J.A. Jackson. Cambridge, England: Cambridge University Press, 1970. Pp. 53-107.
Identifies six elements of professionalization with twenty-one subelements in an attempt to understand individuals in an environment in which professional and organizational life have completely intermingled.

88. **Haubrich, Vernon.** "The Rumble-Seat Philosophy of American Education." *American Teacher,* LVII (May, 1973). Pp. 11-13.
In his address at the 1973 QuEST Consortium, Haubrich challenges teachers to eliminate sex prejudice in schools, support greater rights and responsibilities of the young and be alert to the growing politicization and polarization of teachers, students, and administrators. In addition he challenges the "anti-schooling" findings of the Coleman report and is concerned about the intrusion of the federal government in their efforts to insure certain outputs.

89. **Heisel, W.D.,** and **J.D. Hallihan.** *Questions & Answers on Public Employee Negotiation.* Chicago: Public Personnel Association, 1967.
A book for beginners. It contains a great deal of information concerning the mechanics of bargaining.

90. **Horvat, John J.** "The Nature of Teacher Power and Teacher Attitudes Toward Certain Aspects of This Power." *Theory Into Practice.* VII (April, 1968), The Ohio State University. Pp. 51-56.

Reports that teachers are presently concerned with improving salaries, fringe benefits, and working conditions, but that they will soon begin to negotiate in areas of school management, control, and operation. He views the trend toward collective action as irreversible and positive.

91. _____. *Professional Negotiations in Education*. Columbus, Ohio: Charles E. Merrill Publishing Company, Inc., 1968.

A simulation exercise to be played by a five-person team, one acting as mediator. One instructor can accommodate a number of teams at once. The issues focus upon salary increase, increased benefits, duty-free lunch periods, free preparation periods, class size limitations, extra pay for extra duty, transfer policy, sabbatical leaves, grievance procedures, in-service education policies, and salary credits for prior service.

92. _____. "The Death of the Inchworm." *Wisconsin Journal of Education*, I (January, 1973). Pp. 4-8.

Essentially a call to arms for teachers to use the power at their command to gain more welfare benefits for themselves, an improved educational program for children, and a more equal distribution of the wealth.

93. _____. "More Power to You." *Wisconsin Journal of Education*, CIII (October, 1970). Pp. 22-26.

An article that should be read by teachers and administrators. It states quite clearly that teachers should have no more devotion to service than the physician, dentist, or plumber. Teachers should fight to gain sufficient power to promote their own "selfish" interests and those of children.

94. _____. *Negotiations for the Improvement of Professional Standards and Performance*. Prepared for the National Commission on Teacher Education and Professional Standards. n.d.

Discusses four areas: (1) negotiations for the improvement of preservice education, (2) negotiations for the improvement of newly employed staff, (3) negotiations for the improvement of in-service education, and (4) negotiations for the improvement of performance.

95. **Iannaccone, Laurence.** "The Future of State Politics of Education." *Struggle for Power in Education*. Edited by Frank W. Lutz and Joseph Azzarelli. New York: The Center for Applied Research in Education, Inc., 1966. Pp. 49-66.

Two interesting hypotheses emerge: (1) bargaining will take place at the state rather than the local level, and (2) local boards of education will cease to have any significant power in the future.

96. _____, and **Frank W. Lutz.** *Politics, Power and Policy: The Governing of Local School Districts*. Columbus, Ohio: Charles E. Merrill Publishing Company, 1970.

The authors assert that politics and education are inseparable and that board members should be involved in administrative matters. Unfortunately, the roles and responsibilities of board members and superintendents concerning the development of educational policy and administrative matters are not made clear.

97. **Jackson, J.A.** (Ed.). *Professions and Professionalization*. Cambridge, England: Cambridge University Press, 1970.

This book is for the more serious student of professions. Chapter 5 by Leggatt, "Teaching as a Profession," speaks directly to issues common to teachers. (Leggatt's chapter is annotated in this bibliography.)

98. **Jackson, Philip W.** "Old Dogs and New Tricks: Observations on the Continuing Education of Teachers." *Improving In-Service Education: Proposals and Procedures for Change*. Edited by Louis J. Rubin. Boston: Allyn and Bacon, Inc., 1971. Pp. 19-35.

Existing in-service education programs assume a "defect" point of view toward teachers. Suggests a "growth" point of view. His proposal would alter the traditional power structure in schools by giving teachers more power.

99. **Jamieson, Robert A.** "Minimizing Problems in Professional and Nonprofessional Staff-Board Negotiations." *Above the Salt: Militancy in Education. Proceedings of Mont Chateau Conference on Collective Negotiations in Education.* Edited by Goodwin and Carlton. Morgantown, West Va.: College of Human Resources and Education, West Virginia University, and West Virginia Education Association, March, 1968. Pp. 2-8.

Concerned with procedures to be followed in the preparation for negotiations. It would be worthwhile for those teachers and board members just beginning to think about bargaining collectively.

100. **Kaplan, Joel.** "Can a Teacher Union be 'Professional?'" *Changing Education*, I (Summer, 1966). Pp. 36-46.

Drawing from the early experiences of New York City's United Federation of Teachers, Kaplan provides evidence that the union's activities contributed to the educational program and advanced teaching as a profession.

101. **Katz, Daniel,** and **Robert L. Kahn.** *The Social Psychology of Organizations.* New York: John Wiley & Sons, Inc., 1966.

An intensive and scholarly analysis of large organizations utilizing an open-system theory point of view. The chapters on power and authority, policy formulation and decision-making, leadership, and organizational change, are especially pertinent to persons who wish a theoretical knowledge of the organizations in which they work.

102. **Katz, Fred E.** "The School as a Complex Social Organization." *Harvard Educational Review*, XXXIV (Summer, 1964). Pp. 428-54.

Perhaps the most scholarly study of autonomy today. Among other things, the author indicates that it is best to consider the *degree* of autonomy. In this regard, he discusses patterns of autonomy rather than the total compliance. He analyzes the autonomy of persons within and outside of the organization. He discusses the sources of autonomy and how it is structured for adults and children in the school.

103. **Kliebard, Herbert M.** "Bureaucracy and Curriculum Theory." *Freedom, Bureaucracy & Schooling.* 1971 Yearbook of the Association for Supervision and Curriculum Development. Edited by Vernon F. Haubrich. Washington, D.C.: The Association, 1971. Pp. 74-93.

A scholarly review of the influence of scientific management and bureaucratic efficiency on the curriculum of the schools.

104. **Kramer, Louis I.** *Principals and Grievance Procedures.* Washington, D.C.: The National Association of Secondary School Principals, 1969.

This brief monograph should be useful to principals who are inexperienced in formal grievance procedures.

105. **Kratzman, Arthur.** "The Alberta Teachers Association: A Vision Vindicated." *Phi Delta Kappan*, XLV (March, 1964). Pp. 288-92.

Offers a brief historical account of the growth of the Alberta Teachers Association. He notes that many of their programs coincide with the "revolutionary" proposals of Lieberman, and suggests that there is no conflict between unionism and professionalism.

106. **Kugler, Israel.** "The Union Speaks for Itself." *Educational Record*, XLIX (Fall, 1968). Pp. 414-18.

A lucid and effective argument for the necessity for unionism in higher education. His article is directed in part toward refuting an article by Bertrand Davis in a previous issue (XLIX, Spring, 1968) of the same journal.

107. **Leggatt, T.** "Teaching as a Profession." *Professions and Professionalization.* Edited by J.A. Jackson. Cambridge, England: Cambridge University Press, 1970. Pp. 155-77.

"Teaching is a profession but not a highly esteemed one, and this it will never be." His view of teachers is positive, and his analysis is thorough and compelling. An excellent treatise.

108. **Lieberman, Myron.** *Education as a Profession.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956.

This is a magnificent book by any standard. Considering the fact that it was written in 1954 and 1955 and published in 1956 makes it an astonishing effort. The book has chapters on function, authority, autonomy, certification, accreditation, training, teacher characteristics, educational associations, collective bargaining and professionalization, economic status of teachers, ethics, and status. It ends with a chapter, "The Challenge of Professionalization."

109. _____. "The Future of Collective Negotiations." *Phi Delta Kappan*, L (December, 1971). Pp. 214-16.

Predicts, among other things, the following: (1) the widespread acceptance of collective negotiations in higher education and nonpublic schools; (2) a trend toward regional and statewide bargaining; (3) greater scrutiny and public regulation of the internal affairs of teacher organizations; (4) an effort to organize paraprofessionals; (5) emphasis upon the agency shop; (6) federal legislation regulating collective negotiations by state and local public employees; (7) avoidance of substantial organizational expenditure for curriculum, teacher education, and other activities; (8) the clarification and resolution of issues relating to elected and appointed personnel of teacher organizations.

110. _____. *The Future of Public Education.* Chicago: The University of Chicago Press, 1960.

A highly personal and far-ranging book covering a variety of topics but closely related to the process of professionalization and collective negotiations. While not as detailed and scholarly as *Education as a Profession,* it carries a similar message.

111. _____. "Power and Policy in Teaching." *Bulletin of the School of Education,* Indiana University, XL (September, 1964).

Argues that teachers should gain power in ways that are similar to those in the private sector, through lobbying and tapping the financial resources of those who benefit by education. Argues against the notion that teachers are not ready for the responsibility that will come with power, noting that no group is ready when it first begins its surge for power.

112. _____, and **Michael H. Moskow.** *Collective Negotiations for Teachers: An Approach to School Administration.* Chicago: Rand McNally & Company, 1966.

A thorough but somewhat laborious book that speaks to administrators.

113. **Ligtenberg, John,** and **Charles W. Miller.** *Landmark Cases in the History of the American Federation of Teachers.* Washington, D.C.: American Federation of Teachers, n.d.

Discusses litigation concerning (1) freedom of speech, press, and political activity; (2) loyalty oaths; (3) right to join union; (4) right to bargain collectively; (5) right to personal style of dress; (6) equal education opportunity; (7) open housing; (8) equal job opportunity for teachers.

114. **Lindsey, Margaret.** "Decision-Making and the Teacher." *Curriculum Crossroads.* Edited by A. Harry Passow. A Report of a Curriculum Conference Sponsored by the Department of Curriculum and Teaching, Teachers College, Columbia University. New York: Bureau of Publications, Teachers College, Columbia University, 1962. Pp. 27-40.

Concerned primarily with the teacher as a professional; the most thorough treatment and the most useful analysis is found in the section on "Limits to the Teacher's Decision-Making."

115. **Linn, John Phillip,** and **M. Chester Nolte.** "Guide to Collective Bargaining for Teachers." *Compact.* II (August, 1968). Pp. 44-45.

The authors seek to answer four questions: (1) Who shall be covered? (2) What is negotiable? (3) How shall impasses between parties be solved? (4) What organizational structure is necessary to administer the law? They have a brief but useful discussion of mediation, fact-finding, and arbitration.

116. **Lortie, Dan C.** "The Balance of Control and Autonomy in Elementary School Teaching." *The Semi-Professions and Their Organization: Teachers, Nurses, Social Workers.* Edited by Amitai Etzioni. New York: The Free Press, 1969. Pp. 1-53.

An impressive chapter concerning control and autonomy in elementary school teaching. His data suggest that teachers are a semi-profession. His theoretical grasp of the subject is considerable. The chapter should be read by all teachers who wish to understand the concepts of control, autonomy, and professionalization at the elementary school level.

117. **Lutz, Frank W.** "Local Power in the Teacher Group-School Board Relationship." *Struggle for Power in Education.* Edited by Frank W. Lutz, and Joseph Azzarelli. New York: The Center for Applied Research in Education, Inc., 1966. Pp. 69-85.

A useful study of power between teachers and school boards. Indicative of the type of research that is needed to advance an understanding of some of the components involved in professionalization and collective bargaining.

118. _____, and **Joseph Azzarelli** (Eds.). *Struggle for Power in Education.* New York: The Center for Applied Research in Education, Inc., 1966.

A scholarly analysis by several prominent authorities of the history of control of public education, the social structure of the teaching profession, state and local politics, conflict, and board-superintendent-teacher relations.

119. **MacKay, D.A.** "Using Professional Talent in a School Organization." *Organizations and Human Behavior: Focus on Schools.* Edited by Fred D. Carver and Thomas J. Sergiovanni. New York: McGraw-Hill Book Company, 1969. Pp. 228-34.

Argues that in a school organization there are two different systems of behavior and two different ways of responding to organizational needs — the bureaucratic and professional. His analysis is especially useful as it highlights the difficulty of administrators who are forced to deal with the conflict that results from these two different systems. Also includes a discussion of ways to define professionalism.

120. **Madden, George.** "A Theoretical Basis for Differentiating Forms of Collective Bargaining in Education." *Educational Administration Quarterly*, V (Spring, 1969). Pp. 76-90.

Using the behavioral theory of negotiations of Walton and McKersie and the compliance theory of organizations by Etzioni, Madden suggests a theoretical basis for using different types of negotiations depending upon the problem posed.

121. **Marmion, Harry A.** "Unions and Higher Education." *Educational Record*, XLIX (Winter, 1968). Pp. 41-48.

Presents a review of the status of unionism in higher education. He offers an extended discussion concerning the specific issues that the union supports. Discusses the difference in the approach used by the unions and the AAUP.

A rebuttal to this article by Bertram H. Davis, is in a subsequent issue of the same journal (XLIX. Spring, 1968).

122. **Mason, Ward S.**, et al. "Sex Role and the Career Orientations of Beginning Teachers." *Harvard Educational Review*, XXIX (Fall, 1959). Pp. 370-83.

A national sample of beginning teachers revealed relatively few intended to remain in teaching until retirement. Women indicated a desire to leave for family reasons, men to enter administration. Both "were seen to be impediments to the professionalization of teaching."

123. **McLennan, Kenneth,** and **Michael H. Moskow.** "Resolving Impasses in Negotiations." *The Collective Dilemma: Negotiations in Education.* Edited by Carlton and Goodwin. Worthington, Ohio: Charles A. Jones Publishing Company, 1969. Pp. 197-204.

Discusses five dispute settlement proposals: (1) relative political power, (2) mediation-fact-finding, (3) binding arbitration, (4) unlimited right to strike, (5) modified right to strike.

124. **Michman, Ronald D.** "The Moonlighters." *American Teacher*, LVI (December, 1971). P. 18.
Reviews several studies regarding teacher moonlighting, reporting that the most recent showed 39 per cent of the teachers are involved in some form of it.

125. **Moeller, Gerald H.**, and **W.W. Charters.** "Relation of Bureaucratization to Sense of Power Among Teachers." *Administrative Science Quarterly*, X (March, 1966). Pp. 444-65.
A rather technical study including several hypotheses. The authors' primary hypothesis was that teachers' sense of power would be lower in highly bureaucratic than in less bureaucratic organizations. Contrary to the hypothesis, sense of power was more, not less, in the highly bureaucratic schools.

126. **Moskow, Michael H.** *Teachers and Unions: The Applicability of Collective Bargaining to Public Education*. Philadelphia: University of Pennsylvania, Wharton School of Finance and Commerce, 1966.
A thorough study of teacher unionism, its relation to the public sector, and general concepts and problems.

127. **Murphy, Joseph S.** "The Role of the American Arbitration Association in Public Education." *Readings on Collective Negotiations in Public Education*. Edited by Stanley Elam, Myron Lieberman, and Michael Moskow. Chicago: Rand McNally & Company, 1967. Pp. 314-22.
Traces the history of arbitration from the early Hebrews, reviews the activities of the American Arbitration Association since its beginning in 1926, suggests ways in which the AAA can be of service to teachers, and reviews the AAA's contribution in Rochester, Newark and Philadelphia.

128. **Myers, Donald A.** "Are Curriculum and Instruction Specialists Necessary?" *The California Journal for Instructional Improvement*, XII (March, 1969). Pp. 2-11.
Describes the role of intermediate level persons in education (central office personnel usually), suggesting that they, like line administrators, do not make decisions, but act as resource persons for teachers as they make decisions.

129. _____. *Decision-Making in Curriculum and Instruction*. Melbourne, Florida: Institute for Development of Educational Activities, Inc., 1970.
Concerned with who makes what decisions in curriculum and instruction and how these decisions might be made more rationally and consistently in a local school system. Suggests specific responsibilities for all persons in education.

130. _____. "The Principal as a Procedural Administrator." *The National Elementary Principal*, XLVII (February, 1968). Pp. 25-29.
Argues that the principal should not make decisions himself so much as "monitor" the decision-making of teachers. His responsibility is procedural, acting as a resource person, providing information that is otherwise not available to teachers, and assisting teachers in their decision-making deliberations.

131. **National Association of Secondary School Principals.** "Collective Negotiations." *The Bulletin*, LV (December, 1971).
Several rather superficial essays discuss aspects of collective bargaining; however, the bulletin is useful in the sense that it indicates administrators are becoming alert to the advantages of collective bargaining.

132. _____. *Management Crisis: A Solution*. Washington, D.C.: The Association, 1971.
Notes that administrators are losing power. It proposes that administrative teams be formed and a formal agreement be established between the administrative team and board of education.

133. *Negotiations for Improvement of the Profession: A Handbook for Local Teachers Associations Negotiators*. Washington, D.C.: National Educational Association, 1971.
A guide for local negotiators. It provides illustrative clauses for twenty-eight issues under five major categories.

134. **Nimer, Gilda.** *Professions and Professionalism: A Bibliographic Overview.* College Park, Maryland: School of Library and Information Services, University of Maryland, Manpower Research Project, Issue No. 2 (July, 1968).

An inclusive annotated bibliography in the following categories: professionalism, career choice, education for the professions, the professional in the organization, role conflict and strain, relationship to clients, career mobility, job satisfaction, professional associations, the sex variable in professions, professional image and status, professional profiles.

135. **Nolte, Chester M.** *Status and Scope in Collective Bargaining in Public Education.* Eugene, Oregon: The ERIC Clearinghouse of Educational Administration, University of Oregon, 1970.

Offers a concise and thorough discussion of the history of collective bargaining, an analysis of the differences between collective bargaining and the more traditional methods of resolving problems between labor and management, the status of legislation at the state level, a discussion of grievance procedures, and conclusions and predictions.

136. **Ohm, Robert E.** "Collective Negotiations: Implications for Research." *Collective Negotiations and Educational Administration.* Edited by Roy B. Allen and John Schmid. Fayetteville, Arkansas, College of Education, University of Arkansas, and Columbus, Ohio: University Council for Educational Administration. Pp. 97-113.

A concise analysis of possible research areas in collective bargaining, professionalization vs. bureaucratization, etc.

137. **Owens, Robert C.** *Organizational Behavior in Schools.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

A useful book for administrators. The book should also be useful to teachers interested in the many demands being made on administrators and supervisors at the present time.

138. **Parker, Hyman.** "The New Michigan Labor Relations Law and Public School Teachers." *Readings on Collective Negotiations in Public Education.* Edited by Stanley Elam, Myron Lieberman, and Michael Moskow. Chicago: Rand McNally, 1967. Pp. 123-27.

Connecticut and Michigan legislatures enacted laws providing teachers the right to engage in collective negotiations. Reviews the provisions of that act and offers a type of case study of legislation during this period.

139. **Perry, Charles R.,** and **Wesley A. Wildman.** *The Impact of Negotiations in Public Education: The Evidence from the Schools.* Worthington, Ohio: Charles A. Jones Publishing Company, 1970.

140. **Pindara, Wally.** "Negotiations in Canada, Implications for the American Scene." *Above the Salt: Militancy in Education. Proceedings on Mont Chateau Conference on Collective Negotiations in Education.* Morgantown, West Va.: College of Human Resources and Education, West Virginia University, and West Virginia Education Association, March, 1968. Pp. 62-66.

Reviews the experiences of teachers in Canada over the past several years. It lacks specifics concerning the differences in their model and the one in use in America.

141. **Punch, Keith F.** "Bureaucratic Structure in Schools: Towards Redefinition and Measurement." *Educational Administration Quarterly,* V (Spring, 1969). Pp. 43-57.

Bureaucratic structure in schools is a two-factor and not a unitary concept, the second factor including specialized, technical competence.

142. **Rosenthal, Alan** (Ed.). *Governing Education: A Reader on Politics, Power, and Public School Policy.* Garden City, New York: Doubleday & Company, Inc., 1969.

This study was concerned primarily with several large cities, e.g., New York, Chicago, Boston and San Francisco.

143. _____. *Pedagogues and Power: Teacher Groups in School Politics.* Syracuse, New York: Syracuse University Press, 1969.

144. **Schelling, Thomas C.** "An Essay on Bargaining." *The American Economic Review*, XLVI (1956). Pp. 281-306.

A technical essay for the veteran bargainer or scholar. Concerned solely with distributional aspect of bargaining where more for one means less for the other. He ends the essay with a simulation game that involves commitments, threats, promises, and communication problems.

145. **Scott, W. Richard.** "Professionals in Bureaucracies — Areas of Conflicts, (General)." *Professionalization*. Edited by Howard M. Volmer and Donald L. Mills. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966. Pp. 265-75.

Identifies four areas of conflict between what he considers two institutions: professional workers and bureaucratic organizations. They are (1) the professional's resistance to bureaucratic rules, (2) the professional's rejection of bureaucratic standards, (3) the professional's rejection of bureaucratic supervision, (4) the professional's conditional loyalty to the bureaucracy.

146. **Selden, David.** "College Unionism Now." *American Teacher*, LVII (May, 1973). P. 4.

A short editorial supporting the unionization of college professors as the most useful road to improved welfare benefits and the advancement of the profession.

147. _____. "Money and the Marginal Child." Testimony before the U.S. Senate Select Committee on Equal Educational Opportunity (October 5, 1971). Washington, D.C. American Federation of Teachers, AFL-CIO.

Selden suggests that additional money is needed to educate the children who are dropouts or are pushed out of school. He recommended that ten per cent of the national budget be allocated to education and the minimum per child expenditure be $1,600 per year.

148. _____. "Winning Collective Bargaining." *Readings on Collective Negotiations in Public Education*. Edited by Stanley Elam, Myron Lieberman, and Michael Moskow. Chicago: Rand McNally, 1967. Pp. 333-49.

This manuscript was first published by the American Federation of Teachers in 1962.

149. **Sergiovanni, Thomas J.** "Factors Which Affect Satisfaction and Dissatisfaction of Teachers." *Organizations and Human Behavior: Focus on Schools*. Edited by Fred D. Carver and Thomas J. Sergiovanni. New York: McGraw-Hill Book Company, 1969. Pp. 249-59.

A technical article that is perhaps most useful for the review of research concerning satisfaction and dissatisfaction. Sergiovanni concludes that factors which appear as sources of high job feelings for teachers tended to differ from factors which appeared as sources of low job feeling. The satisfaction factors tended to focus on the work itself, and the dissatisfaction factors tended to focus on the conditions of work.

150. **Shanker, Albert.** "The Future of Teacher Involvement in Educational Decision-Making." *The Collective Dilemma: Negotiations in Education*. Edited by Carlton and Goodwin. Worthington, Ohio: Charles A. Jones Publishing Company, 1969. Pp. 76-83.

A dramatic appeal and effective rationale for the increased involvement of teachers in education. Maintains that teachers should be involved in a wide array of issues and sees no justification for administrators maintaining their existing control. He foresees a much closer relationship between teachers and citizens.

151. _____. "The Meaning of Accountability." *Journal of Collective Negotiations*, I (February, 1972). Pp. 21-40.

Neither the voucher system nor performance contracting are legitimate forms of accountability but are obstacles to it. The only way to approach accountability is through scientific investigation of how and why children learn.

152. **Shils, Edward B.**, and **C. Taylor Whittier.** *Teachers, Administrators and Collective Bargaining*. New York: Thomas Y. Crowell Company, 1968.

A lengthy look directed at assisting administrators in understanding and coping with the problems associated with collective bargaining.

153. **Simpson, Richard L.**, and **Ida Harper Simpson.** "Women and Bureaucracy in the Semi-Professions." *The Semi-Professions and Their Organization: Teachers, Nurses, Social Workers.* Edited by Amitai Etzioni. New York: The Free Press, 1969. Pp. 196-265.
A thorough and scholarly analysis of women and their work.

154. **Slavney, Morrow.** "Impasse Procedures in Public Education." *Readings on Collective Negotiations in Public Education.* Edited by Stanley Elam, Myron Lieberman, and Michael Moskow. Chicago: Rand McNally, 1967. Pp. 426-32.
Deals with various methods and problems of impasse such as fact-finding and binding arbitration.

155. **Smith, Clagett G.**, and **Arnold S. Tannenbaum.** "Organizational Control Structure: A Comparative Analysis." *Human Relations*, XVI (November, 1963). Pp. 299-316.
An article that is cited because of the thesis that an increase in the control by one group does not necessarily imply a decrease in control by others.

156. **Solomon, Benjamin.** "A Comment on 'The Authority Structure of the School.'" *Educational Administration Quarterly*, III (Autumn, 1967). Pp. 281-90.
Solomon reacts to the thesis that a vital educational process requires substantial amounts of authority in the hands of teachers by arguing that without central control there would be a cutoff point in the distribution of authority.

157. _____. "A Profession Taken for Granted." *The School Review*, LXIX (Autumn, 1961). Pp. 286-99.
Notes that work arrangements (largely bureaucratic conditions) tend to force teachers into a passive, obedient position in relation to administrators and the total hierarchy. Argues that teachers should gain a more comprehensive picture of this situation, and make concerted attempts to gain autonomy from administrators and local boards of education, both at the local school and national level.

158. **Sperling, John G.** "Collective Bargaining and the Teaching-Learning Process," *QuEST Paper 11.* Washington, D.C.: Department of Research, American Federation of Teachers, AFL/CIO, n.d.
Notes that teacher associations are bargaining in areas other than welfare, namely, the teaching-learning process (curriculum development and instruction). Suggests that this is a logical and necessary step that should not be opposed by administrators and boards of education.

159. **Staudohar, Paul D.** "Fact-Finding for Settlement of Teacher Labor Disputes." *Phi Delta Kappan*, LI (April, 1970). Pp. 422-23.
This is a short but thorough article about fact-finding. Fact-finding is a procedure which attempts to provide an acceptable alternative to the use of economic and political force in resolving disputes between employers and employees. It involves a statement of issues in disputes to a neutral party or parties. The impartial body investigates the issues and recommends a solution to the negotiating parties for further bargaining.

160. **Stinnett, T.M.** *Professional Problems of Teachers* (3rd Edition). New York: The Macmillan Company, 1968.
Perhaps the best book on the market for professors to assign to undergraduates who wish an overview of teaching as an occupation.

161. _____. *Turmoil in Teaching: A History of the Organizational Struggle for America's Teachers.* New York: The Macmillan Company, 1968.
Presents a general review of teachers' efforts to organize into a stronger and more effective collective organization.

162. _____(Ed.). *Unfinished Business in the Teaching Profession in the 1970's.* Bloomington, Indiana: Phi Delta Kappa, Incorporated, 1971.
This book is concerned primarily with two questions: How can the teaching profession improve the quality of public education? How can the teaching profession gain increased auto-

nomy to govern their own affairs? Many topics are discussed, e.g., alternative systems of teaching certification, differentiated staffing, teacher education programs.

163. _____, and **Albert J. Huggett.** *Professional Problems of Teachers.* (2nd Edition.) New York: The Macmillan Company, 1968.
A useful historical reference.

164. _____; **Jack H. Kleinmann** and **Martha L. Ware.** *Professional Negotiation in Public Education.* New York: The Macmillan Company, 1966.

165. **Strauss, George.** "Some Notes on Power-Equalization." *The Social Science of Organizations.* Edited by Harold J. Leavitt. Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1963. Pp. 45-59.
Strauss takes the side of organization in the "personality versus organization" hypothesis. He suggests that many persons gain their satisfaction off the job, that individuals are not motivated solely to obtain autonomy, and that many jobs require only an adequate level of production, not a maximum level. Thus, individuals can accommodate themselves to the demands of the organization without too much psychological loss or frustration.

166. **Thompson, Victor A.** *Bureaucracy and Innovation.* University, Alabama: University of Alabama Press, 1969.
An insightful analysis of bureaucratic organizations and innovation, useful largely to the serious student of organizations and decision-making.

167. **Tyler, Louise L.** "A Code of Ethics for Educators." *The Clearing House,* XL (January, 1966). Pp. 263-66.
Suggests a code of ethics for educators, using criteria derived from an analysis of codes from other professions.

168. _____. "Is Teaching a Profession?" *The Educational Forum,* XXVIII (May, 1964). Pp. 413-21.
Concludes that teaching is not a profession.

169. **Tyner, Charles.** "Ethical Codes: Proper Way to 'Police the Profession?'" *Changing Education,* II (Summer, 1967). Pp. 27-31.
Examines current ethical codes, finds them unworkable and suggests that a code of ethics for teachers be abandoned. A well-documented and persuasive essay.

170. **Vander Werf, Lester S.** "Militancy and the Profession of Teaching." *School and Society,* XCIII (March, 1970). Pp. 171-73.
Discusses unionism, collective negotiations, and professionalization.

171. **Vollmer, Howard M.,** and **Donald L. Mills** (Eds.). *Professionalization.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.
There are fifty-seven different readings in this volume focusing attention primarily on twenty-seven different occupational groups. While not totally comprehensive, it mentions most critical issues in the area of professionalization. The beginning reader in this area will find Chapter 1 the most useful as it discusses the concept of professionalization. Perhaps the next most useful chapter for teachers is Chapter 8, "Professionals and Complex Organizations."

172. **Walton, Richard E.,** and **Robert B. McKersie.** *A Behavioral Theory of Labor Negotiations: An Analysis of a Social Interaction System.* New York: McGraw-Hill Book Co., 1965.
Develops a theory of bargaining. Essential reading for graduate students concerned with collective bargaining.

173. **Warner, Kenneth O.** "What Does Public Management Think About Collective Bargaining in the Public Service?" *The Collective Dilemma: Negotiations in Education.* Worthington, Ohio: Charles A. Jones Publishing Company, 1969.
Places education in the public sector along with other public employees. Collective bargain-

ing in the public sector poses problems unknown ten years ago. Warner discusses some of these problems, concentrating especially on arbitration.

174. **Watson, Bernard C.** "The Principal: Forgotten Man in Negotiations." *Administrator's Notebook*. XV (October, 1966).
Considers many aspects of collective bargaining and administration and the conflict between the bureaucracy and the professional. Argues that this conflict is not irreconcilable or unavoidable. Concludes by noting that the authority of the principal will be dramatically diminished in the coming years.

175. **Wayland, Sloan R.** "The Teacher as Decision Maker." *Curriculum Crossroads*. Edited by A. Harry Passow. Report of a Curriculum Conference Sponsored by the Department of Curriculum and Teaching, Teachers College, Columbia University. New York: Bureau of Publications, Teachers College, Columbia University, 1962. Pp. 41-52.
Provides a strong and objective rationale for the teacher as a functionary. His forthright position is that the teacher is a functionary, and that there is no reason to believe that significant changes will be made in the future.

176. **Ways, Max.** "More Power to Everybody." *Fortune*, LXXXI (May, 1970). Pp. 173-75, 290-92, 229-96, 299.
Disagrees with the majority opinion that power is becoming concentrated in fewer and fewer hands. He maintains (unfortunately without the use of supporting data) that there is a trend toward a wider distribution of power and a broadening of participation by individuals in controlling their lives and work.

177. **Webb, Harold.** "The National School Boards Association and Collective Negotiations." *Readings on Collective Negotiations in Public Education*. Edited by Stanley Elam, Myron Lieberman, and Michael Moskow. Chicago: Rand McNally, 1967. Pp. 196-202.
Reports the sentiments of the National School Boards Association toward collective negotiations. While their position has changed somewhat during the past few years, it is likely that a majority of board members support the position taken in this article.

178. **Weil, Philip E.**, and **Mildred Weil.** "Professionalism: A Study of Attitudes and Values." *The Journal of Teacher Education*, XXII (Fall, 1971). Pp. 314-18.
Found three factors related to high professionalization: (1) respondents deciding to become teachers during the 7th to 10th grades, (2) belief that teachers should join militant rather than nonmilitant organizations, (3) female students' commitment to remain in teaching rather than to leave the profession. Factors not related to high professionalism were (1) sex of respondent, (2) father's occupation, (3) value orientation of students.

179. **Whittier, C. Taylor.** "Teacher Power as Viewed by the School Board and Superintendent." *Theory Into Practice*, VII, The Ohio State University, (April, 1968). Pp. 76-79.
Concerned with the role of the superintendent in collective bargaining.

180. **Whittle, Margaret McAuliffe.** *The Union and the Child*. Washington, D.C.: American Federation of Teachers, AFL/CIO, n.d.
This brief but very informative brochure describes the many activities of the AFT that are directed to improving the education of children.

181. **Wildman, Wesley A.** "What's Negotiable?" *American School Board Journal*, CLV (November, 1967). Pp. 7-10.
Analyzes which issues are subject to negotiations in education. He does not suggest which issues should be negotiable but obviously believes that some issues should not be.

182. **Wilensky, Harold L.** "The Professionalization of Everyone?" *The American Journal of Sociology*. LXX (September, 1964). Pp. 137-58.
Suggests that very few occupations will achieve sufficient authority to become established professions. Reinforces the necessity of autonomous expertise and the service ideal as necessary for an occupation to become a profession.

183. **Williams, James O.** "Professionalism and Bureaucracy: Natural Conflict." *The Bulletin of the National Association of Secondary School Principals*, LV (December, 1971). Pp. 61-68.
Maintains that there is an irreconcilable conflict between professionalism and bureaucracy. Suggests that the conflict can be minimized by providing teacher teams autonomy for certain grades or areas of the curriculum.

184. **Williams, Richard C.** "An Academic Alternative to Collective Negotiations." *Phi Delta Kappan*, XLIX (June, 1968). Pp. 571-74.
Offers an "alternative" (the type of decision-making structure used at many large universities) to collective bargaining. Suggests a division of authority between supervisory (teacher decisions) and administrative (administrator decisions).

185. _____. "A Proposal for Improving the Selection and Evaluation of Public School Teachers." Paper distributed and discussed at IDEA, Research Division, Los Angeles, California, May 4, 1970. Mimeographed.
Suggests the use of a faculty selection committee and tenure review committees for the purpose of selecting and assigning tenure to new teachers. It is a collegial model where teachers gain control of the selection and retention of nontenure teachers.

186. _____. "Teacher Militancy: Implications for the Schools." *Social and Technological Changes: Implications for Schools*. Edited by Philip K. Piele and Terry L. Eidell, with Stuart C. Smith. Eugene, Oregon: The Center for the Advanced Study of Educational Administration, University of Oregon. Pp. 71-118.
Offers a succinct review of much of the research concerning teacher militancy. Reviews the level of teacher militancy, conditions affecting teacher militancy, models to resolve problems of professional decision-making, and what might be future developments of teacher militancy, noting in particular that the union model will probably prevail in the years ahead.

187. **Wirtz, W. Willard.** "Public Employment and Public Policy." *Readings on Collective Negotiations in Public Education*. Edited by Stanley Elam, Myron Lieberman, and Michael Moskow. Chicago: Rand McNally, 1967. Pp. 5-10.
Wirtz, then Secretary of Labor, maintains that public employees should have essentially the same privileges of collective bargaining as exist in the private sector. He suggests four guidelines and refutes arguments normally advanced against public employees engaging in collective bargaining.

188. **Wittlin, Alma S.** "The Teacher." *Daedalus: The Professions*, XCII (Fall, 1963). Pp. 745-63.
Traces the status accorded teachers from ancient China and Europe to today.

189. **Wynn, Richard.** "Collective Bargaining." *Phi Delta Kappan*, LI (April, 1970). Pp. 415-19.
Proposes that collective bargaining should be used only for those "quantitative fixed-sum, win-lose choices" such as salaries and paid leaves.

190. **Young, Charles R.** "The Superintendent of Schools in a Collective Bargaining Milieu." *The Collective Dilemma: Negotiations in Education*. Edited by Carlton and Goodwin. Worthington, Ohio: Charles A. Jones Publishing Company, 1969. Pp. 102-13.
Cites some of the dysfunctions of collective action, but maintains that, in general, the movement is healthy. He cites six roles for the superintendent "given the hand he has been dealt," based "upon the daily experiences of Michigan superintendents who for the past two years have had their feet put to the fire."

191. **Ziegler, Harmon.** *The Political World of the High School Teacher*. Eugene, Oregon: The Center for the Advanced Study of Educational Administration, 1966.
A scholarly treatment of high school teachers and politics. Contains considerable information about the differences between the career roles of men and women teachers, maintaining that society still responds as if teaching is "a female profession."